What has changed and what has stayed the same

(Please see FAQs for comment and advice on what these changes mean in practice.)

* The purpose of study and aims are virtually the same as Curriculum 2000 as are the specific historical skills.
* As before, the progression of skills mentioned are taught through particular studies of periods, events or people.
* KS1. There is less emphasis on changes in their own lives and their family and more on changes in national life or that are ‘significant nationally or globally’.
* KS1. Studying events, people and places in their own locality is now required rather than being an option.
* KS1. The choice of events and changes within and beyond living memory, the significant individuals, events and places may be chosen by the teacher/school. Examples are non-statutory, they are just examples.
* KS1. At least once, the lives of significant people should be used to compare aspects of life in different periods. (They give lots of useful examples such as explorers, artists, scientists, freedom fighters or monarchs in different periods.)
* KS2. The ‘study units’ should not all be taught at the same level of depth or detail. It is up to the teacher/school to decide the appropriate level of overview or depth study between and within units of study.
* As with KS1, only the title of study units is statutory. Examples are non-statutory, they are just examples. (Depending on the format of your curriculum document these may appear in faint text or in a text box.)
* KS2. Changes in Britain from the Stone Age to the Iron Age is new.
* KS2. Romans, Anglo-Saxons and Vikings now comprise three distinct study units which all have to be taught. They have some distinct changes in emphasis too (see below).
* KS2. The title *the Roman Empire and its impact on Britain* implies more emphasis on the empire itself than the previous curriculum did.
* KS2. The Scots are mentioned by name and included with the Anglo-Saxons in the study of settlement after the Roman withdrawal.
* KS2. The title *the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor* implies more emphasis on the formation of a ‘Kingdom of England’ in the period, on settlement, resistance and integration and specific emphasis on significant leaders in England in the period between AD 410 and Edward the Confessor’s death in 1066.
* KS2. There is still a requirement to teach a local history unit.
* KS2. There is a new unit entitled *a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.* This allows teachers to focus on a period of more recent history but the emphasis should be on an ‘aspect or theme’ not just a period study.
* KS2. Specific units of study on British history since 1066 that existed in the previous curriculum (*Britain and the wider world in Tudor times, Victorian Britain, Britain since 1930)* no longer exist.
* KS2. Ancient Greece remains as a study unit (it used to be called *A European history study).*
* KS2. The previous ‘*World history study’* now exists as two separate units. Of these:
* One is specifically about the earliest civilisations and teachers need to do an in-depth study of one of the following: Ancient Egypt, Ancient Sumer, The Indus Valley or The Shang Dynasty of Ancient China. The Shang Dynasty is new to the curriculum.
* The second unit is about a non-European society and should contrast it with British history (presumably at the same period but it doesn’t actually say this). Teachers choose to do an in-depth study of one of the following: early Islamic civilisation including a study of Baghdad c. AD 900; Mayan civilisation c. AD 900; Benin (West Africa) c. 900 – 1300. The Islamic civilisation is new to the curriculum. Options from the previous curriculum to study the Assyrian Empire or the Aztecs no longer exist.